IMT

COA Evaluation Brief

Evaluation Criteria

- Degree of Integration – No change
- Shared Training – Established benchmark (75 BOLC I Tasks)
- Best Educational Outcome – No change
- Train Ahead – N/A
- Duration – No change
- WO Accessions - Added

Title: WO ACCESSIONS

Description: Impact on WO accessions

Unit of Measure: Number of applicants

Benchmark: SMDR

Formula: More is better

IMT: OCS / WOCS

- **Facts**
  - CMD guidance/intent and ATLDP
  - Demographics: Rank, experience, prior military education
  - Current TLO comparison: 89% equiv
  - WO integrated into BOLC II by FY09
  - Purpose of OCS/WOCS is to:
    1) Assess readiness and potential for commissioning or appointment
    2) Prepare for progressive and continuing development
    3) Share a common goal that each graduate possess the character, leadership, integrity, and other attributes essential to a career of exemplary service to the nation.

    (AR 350-1, para 3-26)
  - Course lengths differ:
    OCS is 14 wks
    OCS RTI Course Length (#Hrs)
    WOCS is 5 wks or 7 wks
  - WOCS RTI Course Length (#Hrs)
  - No branch tech training in OCS/WOCS
  - Needs analysis is valid – leader development gap is relatively small

- **Assumptions**
  - Integrated training and education increases formal functional relationships – establishes informal professional relationships
  - WO Accessions will be negatively affected by an increase in course length
  - If instruction time is reduced, potential exists to reduce educational outcome of branch officers
  - WO numbers may decrease due to greater competition with OCS

COA 1 — Current Configuration: Maintain separate OCS and WOCS courses.

COA 2 — Full Integration: Integrated student body with identical curriculum and training environment.

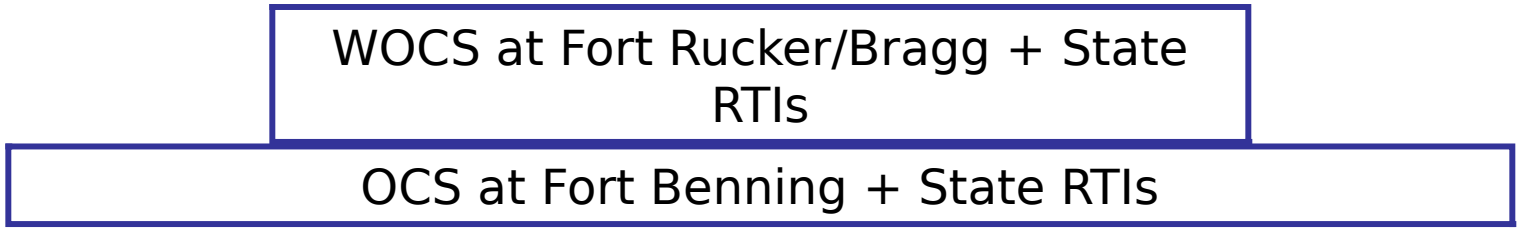
COA 3 — Phased and Tailored (Shared Training Environment): Identical common core curriculum phase I with a separate cohort focused phase II.

COA 4 — Phased and Tailored (Separate Training Environment): Identical common core curriculum phase I with a separate cohort-focused phase II.

COA 1: Current Configuration (plus)

Maintain separate OCS and WOCS courses.

Description: This course of action calls for no change in the current execution of officer candidate preparation for both warrant officers and second lieutenants. Course length, location and faculty for both OCS and WOCS remain separate for each school, and students are not integrated. Appropriate curriculum is shared. Gaps in training needs are addressed. RC OCS and WOCS would also remain separate.



COA 1: Current Configuration Plus

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***Degree of Integration* --**

Meets partial intent of Command guidance / intent or ATLDP recommendations

ATLDP WO Study Annex F, E-135-136, E-138 and TRADOC CTG, para 1, 4 & 5 and
AC CG Priority, p. 7, para 5a(3)(f) and CAC CDR's FRAGO 1 to OPORD 04-261A, para 3B5a)

oes not increase understanding of the role of WOs across the cohorts during OCS

ATLDP WO Study Final Report, Strategic Conclusions and Recommendations, para. 17)

While not part of WOCS, BOLC II aids in increasing WO leadership skills.

***Shared Training* –**

Total Tasks, 67 shared, 6 are covered in BOLC II and remaining 2 appropriate for inclusion as
ed training

Best Educational Outcomes (Right Training) --

WOCS recognizes experiential differences of candidates (tailored)

(TRADOC CTG, dtd 26 Jun 06, para 1, 4 and 5)

OLC II address the additional educational outcomes not currently in the WO IMT

Train Ahead (Right Time) - NA

Accessions

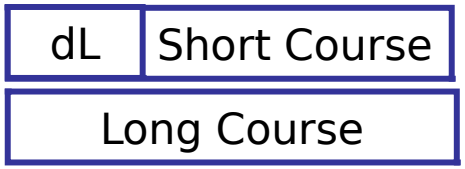
hould remain the same

COA 2: Full Integration

Integrated student body with identical curriculum and training environment.

Description: All candidates attend school together with appropriate mix of officer and WO at the existing locations (AC and RC). All candidates receive same common core curriculum. Two course lengths provided to acknowledge prior experience (i.e., similar to current WOCS structure). Leverages resources from both OCS / WOCS programs (facilities, instructors, etc).

Officers & Warrant Officer Candidates 100% Integrated at Fort Benning + State RTIs



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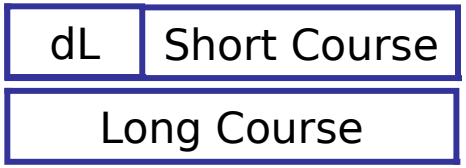
Officers & Warrant Officer Candidates 100% Integrated at Fort Rucker + State RTIs



COA 2: Full Integration

Integrated student body with identical curriculum and training environment.

a

gree of Integration –

complishes Command guidance / intent or ATLDP recommendations
WO Study Annex F, E-135-136, E-138 and TRADOC CTG, para 1, 4 & 5 and
Priority, p. 7, para 5a(3)(f) and CAC CDR's FRAGO 1 to OPORD 04-261A, para 3B5a)
reases understanding of the role of WOs across the cohorts
WO Study Final Report, Strategic Conclusions and Recommendations, para. 17)
ential for undermining cultural differentiation between LT and WO through over familiarity

red Training –

eased leadership training focused at small unit level
manders are more likely to use WO in Branch officer positions
of 75 Total Tasks trained
ing of lessons learned and military experience

st Educational Outcomes (Right Training) –

II addresses the additional educational outcomes not currently in the WO IMT
grated course recognizes experiential differences of candidates (tailored)
ruction time is reduced, potential exists to reduce educational outcome of branch officers

COA 2: Full Integration

Integrated student body with identical curriculum and training environment (Cont)

4) Train Ahead (Right Time) – NA

5) Accessions –

- RC WO numbers may decrease if course duration increases
- AC WO numbers may decrease due to greater competition with OCS
- May impact WO throughput due to longer courses and fewer graduations

IMT COA COMPARISON

Criteria	COA #1	COA #2	COA #3	COA #4
	Current Configuration (plus)	Full Integration	**Phased and Tailored (Shared Training Environment)**	**Phased and Tailored (Separate Training Environment)**
Integration	2	1		
Shared Trng	2	1		
Right Trng	1	2		
Train Ahead	N/A	N/A	N/A	N/A
Course Duration	1	2		
Accessions	1	2		
TOTAL	**7**	**8**	NA	NA

MEL 4

COA Evaluation Brief

MEL 4

► **Facts**

- 13 WOSC courses/yr & ~ 752 student load/yr
- 2 ILE courses/yr & ~ 1200 student load/yr
- 3 Satellite Campuses ~ 400 student load/yr
- No branch functional or technical training in WOSC
- Officer functional training is part of ILE
- Civilian education requirements differ
- Course lengths differ
- Redesign must be TATS

MEL 4

► **Assumptions**

- Needs analysis is valid
- Branch proponents will address SWO functional or technical training requirements
- ARFORGEN will be supported during course design/development
- Senior WO roles are increasing and expanding beyond strictly technical SME
- Integrated training and education increases formal and informal professional relationships between cohorts.
- Warrant Officers can attend the ILE Common Core without jeopardizing accreditation; however must be able to perform graduate-level work.

MEL 4 COA Options

COA 1 — Current Configuration: Maintain separate ILE and WOSC courses and curriculum.

COA 2 — Full Integration: Course location and the TLOs are the same.

COA 3 — ILE CC Integration with SWO specific technical education: Integrated student body with identical common core curriculum and location. Phase II, SWO technical track TBD.

COA 4 — Phased and Tailored: Segregated Phase I tailored common core at WOCC, followed by SWO technical Phase II by Proponent (TBD).

COA 5 — Proponent Executed: Proponent schools conduct SWO tailored Common Core with a SWO technical track (TBD).

Evaluation Criteria

- Degree of Integration
- Shared Training (Curriculum)
- Best Educational Outcome (Right Training)
  - Train Ahead (Right Time)
- Course Duration
- Resource Requirements

WOSC COA COMPARISON

Criteria: ***1 = Worst** ***5 = Best**	**COA 1:** **Current Configuration**	**COA 2:** **Full Integration**	**COA 3:** **ILE CC integration w/ tech track**	**COA 4:** **Phased and Tailored**	**COA 5:** **Proponent Executed**	
Degree of Integration	1	5	4	3	2	
Shared Training (Curriculum)	1	2	3	5	4	
Best Educational Outcome (Right Training)	1	2	3	5	4	
Train Ahead (Right Time)	3	3	3	3	3	
Course Duration	5	1	2	3.5	3.5	
Resource Requirements	5	2	3	4	1	
TOTAL	16	15	18	23.5	17.5	*BEST

MEL 4 COA Evaluation Backup Slides

Title: Shared Training (Curriculum)

Description: Integrated Training (Live-Virtual-Constructive) w/Officer & SWO performing their specific roles and missions; maximum understanding of SWO roles and responsibilities within the Officer Corps.

Unit of Measure: Appropriate shared training task opportunities

Benchmark: # of appropriate shared training task opportunities in each course

Formula: <current is disadvantage; > current is advantage; more is better (more is not necessarily better; appropriate is better)

WOSC COA COMPARISON

Criteria: Resource Requirements	**COA 1: Current Configuration**	**COA 2: Full Integration**	**COA 3: ILE CC integration w/ tech track**	**COA 4: Phased and Tailored**	**COA 5: Proponent Executed**	***1 = Worst *5 = Best**
Imp. Time	5	2	4	3	1	
Course Length	5	1	3	4	2	
Personnel (Instructors and Spt Pax)	5	2	3	4	1	
Facilities	5	2	3	4	1	
TOTAL	20*	7	13	15	5	*BEST

Degree of Integration

- COA 1 = (1) No integration
- COA 2 = (5) Full integration
- COA 3 = (4) Common core integration
- COA 4 = (3) Cohorts are segregated
- COA 5 = (2) Cohorts are segregated, and SWO are segregated

Shared Training (Curriculum)

- COA 1 = (1) No shared training
- COA 2 = (2) Not appropriate due to low percentage of CC applicability
- COA 3 = (3) Not appropriate; with functional/technical training
- COA 4 = (5) Appropriate with functional/technical training
- COA 5 = (4) Appropriate with functional/technical training; however branch centric

Best Educational Outcome (Right Training)

- COA 1 = (1) No change
- COA 2 = (2) Not appropriate; no functional/technical track
- COA 3 = (3) Not appropriate; with functional/technical track
- COA 4 = (5) Appropriate and tailored; with functional/technical track
- COA 5 = (4) Appropriate and tailored; branch centric

Train Ahead (Right Time)

- COA 1 = (3) Component timing differences preclude evaluation
- COA 2 = (3) Component timing differences preclude evaluation
- COA 3 = (3) Component timing differences preclude evaluation
- COA 4 = (3) Component timing differences preclude evaluation
- COA 5 = (3) Component timing differences preclude evaluation

* Note: For the RC, SWO PME is not de-linked from promotion.

Course Duration

- COA 1 = (5) Shortest time
- COA 2 = (1) Longest time
- COA 3 = (2) Second longest time
- COA 4 = (3.5) Appropriate time
- COA 5 = (3.5) Appropriate time

MEL 1

COA Evaluation Brief

Evaluation Criteria

- Degree of Integration
- Shared Training
- Best Educational Outcome (Right Training)
- Train Ahead (Right Time)
- Course Duration

MEL1: SSC / WOSSC

- **Facts**

- Command guidance / Intent and ATLDP recommendations
- Demographics considerations (rank, experience,
prior military and civilian education)
- Number of courses/yr & student load/course
- No branch tech training in WOSSC
- SSC is competitive: approx 30% (350 of 1300) of a year group attend resident; 150 of the non-selects that apply are selected for non-resident SSC

- Civilian ed requirements differ:
  - SSC = graduate degree considered in selection
- Course lengths differ:
  - SSC CC is 3.5 months
  - WOSSC is 2 wks
- Redesign must be TATS
- Redesign supports ARFORGEN

- Purpose of :
  SSC – study of development and employment of landpower in a joint, interagency, intergovernmental and multinational environment; prepare for strategic leadership
  WOSSC – broad “how the Army runs” knowledge to operate effectively at the highest organizational levels of the Army

- WOSSC recently redesigned (2005)

MEL1: SSC / WOSSC

►Assumptions

- CW5 utilization assignments are at BDE & higher level.
- Needs analysis is valid – leader development training is just as important as technical training.
- ARFORGEN will support up to a 12 week course for CW4/CW5s.
- CW4/CW5s roles are increasing and expanding beyond strictly technical SME.
- CW4/CW5s require better training and education to ensure they can perform their roles as advisors, system experts, systems integrators, and fill key leadership positions during full spectrum operations in the COE.
- CW4/CW5s need staff skills to develop effective interface with adjacent headquarters, government agencies and contractors to manage command-wide and worldwide programs (JIIM).
- CW4/CW5 attendance at resident SSC may affect LTC/COL selection rate.
- SSC selectees have met the MEL4 and civilian education requirements.
- Integrated training and education increases formal functional relationships and informal professional relationships.

COA 1: Current Configuration

Maintain separate SSC and WOSSC courses and curriculum.

Description: This course of action calls for no change in the current execution of MEL1 education for both LTC/COLs and CW4/CW5s. Curriculum and faculty for both SSC and WOSSC remain the same for each school and students are not integrated.

SSC at Carlisle (and alternate locations)

WOSSC at Fort Rucker

COA 2: Full Integration

Integrated student body with identical curriculum and training environment.

Description: All MEL1 students attend school together at Carlisle Barracks, Fort Rucker, or SSC alternate locations, such as SAMS fellowship, Naval War College and National War College. All officers receive instruction using the same curriculum and must meet the same standards for graduation. Leverages resources from all SSC/WOSSC programs (facilities, instructors, etc.), including SSC alternate locations.

SSC

CW4/CW5s and LTC/COLs who attend are 100% integrated at Carlisle Barracks

or

SSC

CW4/CW5s and LTC/COLs who attend are 100% integrated at SSC Alternate Locations

or

SSC

CW4/CW5s and LTC/COLs who attend are 100% integrated at Fort Rucker

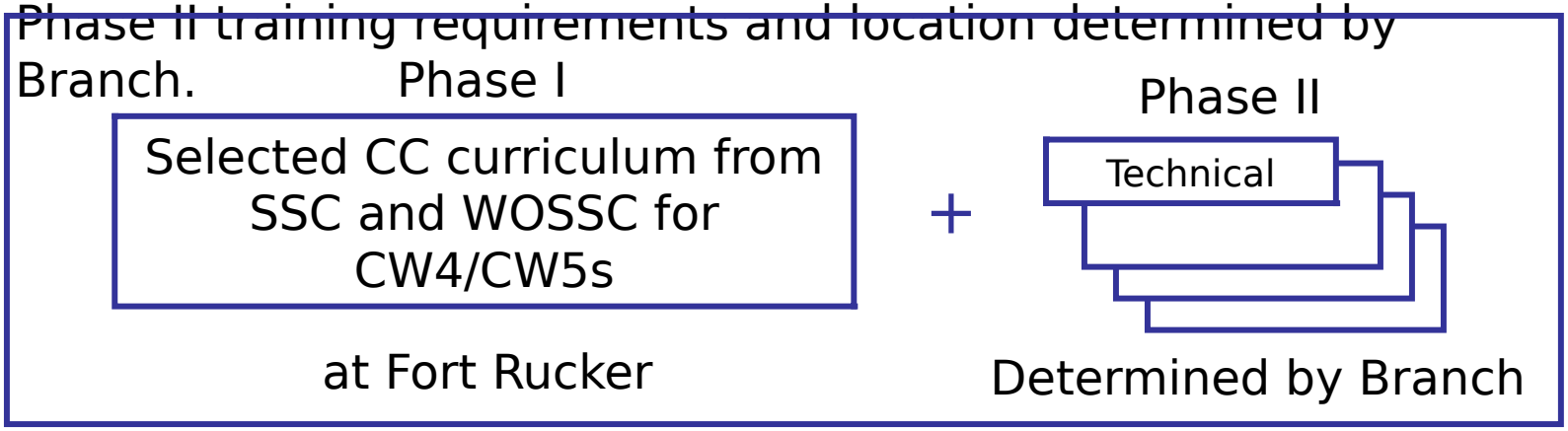
Civilian education requirement: Bachelor's degree

COA 3: Phased and Tailored

Tailored common core at WOCC followed by assignment oriented training at branch location.

Description: Separate training environment from LTC/COLs. Common core phase uses selected curriculum from SSC, as appropriate for CW4/CW5s; may include VTT and/or shared instructors. However, specific curriculum is focused for WO needs. All CW4/CW5s trained together at Fort Rucker for common core regardless of functional / technical branch. Will require increase of course length.

Phase II training requirements and location determined by Branch.



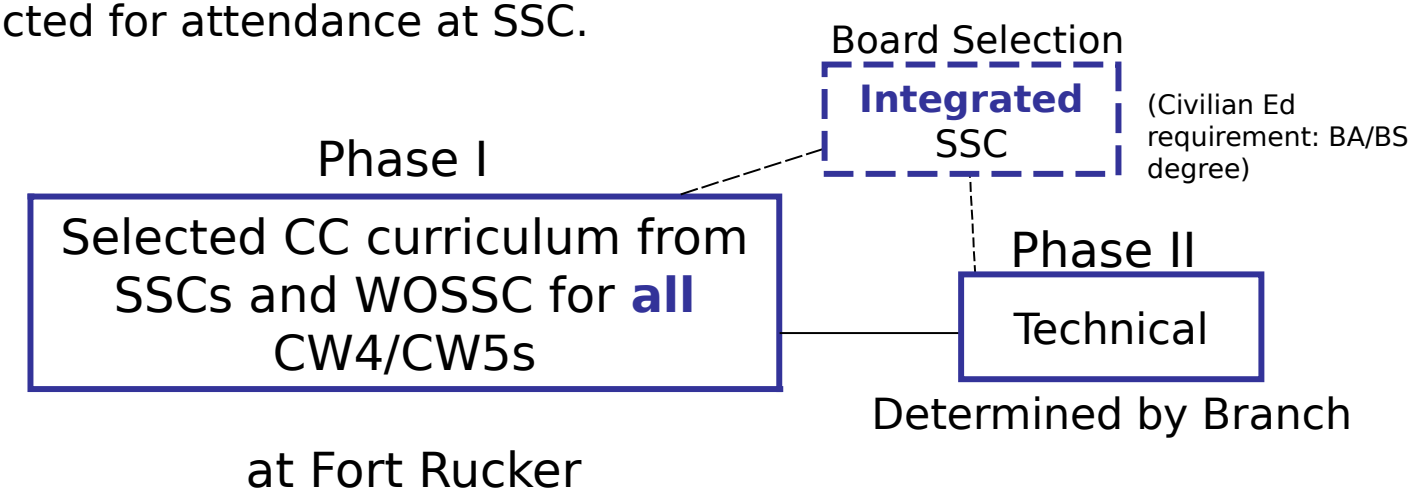
COA 4: Phased, Tailored, & Partial Integration

Tailored common core at WOCC followed by assignment oriented training at branch location &/or selection to SSC.

Description: Phase I is a separate training environment from LTC/COLs. Common core phase uses selected curriculum from SSC and other sources, as appropriate for CW4/CW5s; however, specific curriculum is focused for WO needs. All CW4/CW5s trained together at Fort Rucker for common core regardless of functional / technical branch. Will require increase of course length.

Phase II training requirements and location determined by Branch.

In addition to WOSSC a limited number of WOs to be competitively selected for attendance at SSC.



MEL 1 COA COMPARISON

Criteria / COA	#1	#2	#3	#4	
1. Degree of Integration	1	4	2	3	
2. Shared Training	1	4	2	3	
3. Best Educational Outcome (Right Training)	1	2	3	4	
4. Train Ahead (Right Time)	1	2	4	3	
5. Course Duration	2	1	4	3	
Scoring:			High = 4		

NO SENSITIVITY

Course of Action	Advantages	Disadvantages
COA 1: ACR = 6* Current Configuration *Worst COA*	**This is status quo. No advantages.**	**Maintaining the status quo does not address shortcomings currently within WOES. Does not address OES/WOES integration or technical requirements. Does not provide opportunity for increased understanding of WO roles and responsibilities within the Officer Corps.** **Does not maintain the intent of ATLDP-WO recommendations.**
COA 2: ACR = 13 Full Integration	**Senior Branch Officers and Senior Warrant Officers will culturally and professionally benefit from the interaction and exchange of ideas and experiences due to the close proximity of their shared educational environment. Significantly enhances WO pentathlete bench. Fully meets intent of ATLDP-WO.**	**Does not address civilian education requirements. May negatively affect ARFORGEN. Minimal value to majority of CW4/CW5s; questionable ROI for DA. Significant increase in TTHS. Does not address technical requirements. (Significant start up costs)**
COA 3: ACR = 15 Phased and Tailored	**Fully meets intent of ATLDP-WO. Provides opportunity for increased understanding of WO roles and responsibilities within the Officer Corps. Addresses technical training in Phase II as required by Branch. Enhances educational value through increased integration of SSC curriculum.**	**Additional cost of technical training. Potential increase in course length.**
COA 4: ACR = 16 Phased, Tailored, & Partial Integration	**Fully meets intent of ATLDP-WO. Provides opportunity for increased understanding of WO roles and responsibilities within the Officer Corps. Addresses technical training in Phase II as required by Branch. Enhances educational value through increased integration of SSC curriculum.** **Adds opportunities for select personnel in key leader positions to attend resident SSC. Minimal impact on TTHS. Minimal effect to ARFORGEN.**	**Additional cost of technical training. Potential increase in course length.** **Requires additional civilian education for SSC attendance.**